



Task Number	Two	Task Name	POP ART
Course	Yr 10 Visual Arts	Faculty	CAPA
Teacher	Ms Derwin Ms Nimmo	Head Teacher	Ms Hook
Issue date	Term 1, week 5 (B) Tuesday 27.02.24	Due date	Term 1, week 11 (B) Friday 12.04.24
Focus (Topic)	POP ART	Task Weighting	Artmaking: Pop Art Painting 15% Critical & Historical Written responses conceptual framework. 10% Total Assessment 25%

Outcomes

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings.

Task description

Artmaking POP ART 15%

Complete a **painting, collage or sculpture** that reflects your understanding of the Pop Art movement, stylistically and thematically. Using the conceptual framework to **explore popular culture** and their relationship to the world as subject matter.

The artwork should be well composed and consist of various objects and symbols that communicate meaning. The completed artwork should demonstrate careful and refined technique that reflects the Pop Art aesthetic.

Visual Arts Diary:

Development of ideas through (written and or material practice).

This can look like:

- Sketches and planning
- written notes about your concept and materials
- experimenting with materials and techniques

Critical & Historical CONCEPTUAL FRAMEWORK: Written Responses 10%

Use the conceptual framework to explore popular culture and the relationship to the world.

Students will demonstrate their understanding of Visual Arts language and use of key terms for the **Structural Frame** or the **Cultural Framework**:

Students develop their communication skills to improve writing, particularly spelling, grammar and punctuation. Write in full sentences and use paragraph structure.

Marking Guidelines

CRITERIA : ART MAKING POP ART PAINTING	MARK/GRADE
<ul style="list-style-type: none"> ● The student demonstrates an extensive engagement with the artmaking task. ● The Pop Art artwork reflects OUTSTANDING: painting skills, use of material, technical accomplishment and refinement ● conceptual strength and meaning; an engagement with cultural imagery reflecting the students' investigation of pop art and their own popular culture through choices of subject matter. ● links to the Pop art movement through direct or subtle appropriation of the style or subject matter of well known Pop artworks ● use of the Structural elements; composition, elements and principles of art 	A 23-25
<ul style="list-style-type: none"> ● The student demonstrates a thorough engagement with the artmaking task. ● The Pop Art artwork reflects HIGH: painting skills, use of materials, technical accomplishment and refinement ● conceptual strength and meaning; an engagement with cultural imagery reflecting the students' investigation of pop art and their own popular culture through choices of subject matter ● links to the Pop art movement through direct or subtle appropriation of the style or subject matter of well known Pop artworks ● use of the Structural elements; composition, elements and principles of art 	B 18-22
<ul style="list-style-type: none"> ● The student demonstrates a sound engagement with the artmaking task. ● The Pop Art artwork reflects SOUND: ● painting skills, use of materials, technical accomplishment and refinement ● conceptual strength and meaning; an engagement with cultural imagery reflecting the students' investigation of pop art and their own popular culture through choices of subject matter ● links to the Pop art movement through direct or subtle appropriation of the style or subject matter of well know Pop artworks ● use of the Structural elements; composition, elements and principles of art 	C 12- 17
<ul style="list-style-type: none"> ● The student demonstrates a basic engagement with the artmaking task. ● The Pop Art artwork reflects BASIC: ● painting skills, use of materials, technical accomplishment and refinement ● conceptual strength and meaning; an engagement with cultural imagery reflecting the students' investigation of pop art and their own popular culture through choices of subject matter ● links to the Pop art movement through direct or subtle appropriation of the style or subject matter of well know Pop artworks ● use of the Structural elements; composition, elements and principles of art 	D 6-11
<ul style="list-style-type: none"> ● The student demonstrates an elementary engagement with the artmaking task. ● The Pop Art artwork reflects LIMITED: ● painting skills, use of materials, technical accomplishment and refinement ● conceptual strength and meaning; an engagement with cultural imagery reflecting the students' investigation of pop art and their own popular culture through choices of subject matter ● links to the Pop art movement through direct or subtle appropriation of the style or subject matter of well know Pop artworks ● use of the Structural elements; composition, elements and principles of art 	E 0-5 0-5
Late submission – no misadventure Assessment not submitted	Parental notification

Marking Guidelines

CRITERIA: CRITICAL & HISTORICAL	MARK/GRADE
CONCEPTUAL FRAMEWORK: Written Responses Marking Criteria	
<ul style="list-style-type: none"> • The student demonstrates an extensive understanding of the artist and the artwork. • The Pop artwork has been described and analysed extensively through the Structural or Cultural frames using key terms and visual arts vocabulary. • The response shows excellent communication skills, spelling and use of paragraph structure. 	<p>A 19-20</p>
<ul style="list-style-type: none"> • The student demonstrates a thorough understanding of the artist and the artwork. • The Pop artwork has been described and analysed thoroughly through the Structural and Cultural Frames using key terms and visual arts vocabulary. • The response shows well developed communication skills, spelling and use of paragraph structure. 	<p>B 17-18</p>
<ul style="list-style-type: none"> • The student demonstrates a sound understanding of the artist and the artwork. • The response is a more generalised description with some analysis of the Pop artwork through the Structural and Cultural frames using key terms and visual arts vocabulary. • The response shows sound communication skills, spelling and use of paragraph structure. 	<p>C 14-16</p>
<ul style="list-style-type: none"> • The student demonstrates a basic understanding of the artist and the artwork • Some features of the Pop artwork have been described in a basic way. • The response shows developing communication skills, spelling and use of paragraph structure. 	<p>D 12-13</p>
<ul style="list-style-type: none"> • The response is a naive or limited statement that may refer to the Pop Art or the Pop artist or it may include a brief description of some features of the artwork. 	<p>E 0-11</p>

MARKING FEEDBACK

The student has shown strength in:
<ul style="list-style-type: none"> <input type="checkbox"/> Use of Visual Arts language in description and analysis of the artworks <input type="checkbox"/> Knowledge of the Frames using key terms <input type="checkbox"/> Communication skills - sentence structure, spelling, punctuation and grammar <input type="checkbox"/> Knowledge and understanding of the Pop Art movement, Pop artist and the artworks <input type="checkbox"/> Seeking and implementing feedback prior to submission for marking <input type="checkbox"/> Evidence of planning for writing; research and use of source material <input type="checkbox"/> Other:
Future Direction - Areas for improvement:
<ul style="list-style-type: none"> <input type="checkbox"/> Develop Visual Arts language more to describe and analyse artworks <input type="checkbox"/> Show knowledge of the Frames by using more key terms <input type="checkbox"/> Improve communication skills - sentence structure, spelling, punctuation and grammar <input type="checkbox"/> Write in more depth and detail to show knowledge and understanding of the Pop Art movement and the artworks <input type="checkbox"/> Plan for writing by researching and referring to source material <input type="checkbox"/> Be more engaged in theory lesson in class to improve <input type="checkbox"/> Seek and implementing feedback prior to submission for marking <input type="checkbox"/> Other:

STRUCTURAL FRAME

Describe and analyse the artwork 'Green Coca Cola bottles', 1962, by Andy Warhol.

Use key terms and paragraph structure in your response.



Andy Warhol, (American, 1928-1987)
Green Coca Cola Bottles, 1962.
Acrylic and screen print on canvas.
205.7 x 567.7cm

STRUCTURAL FRAME

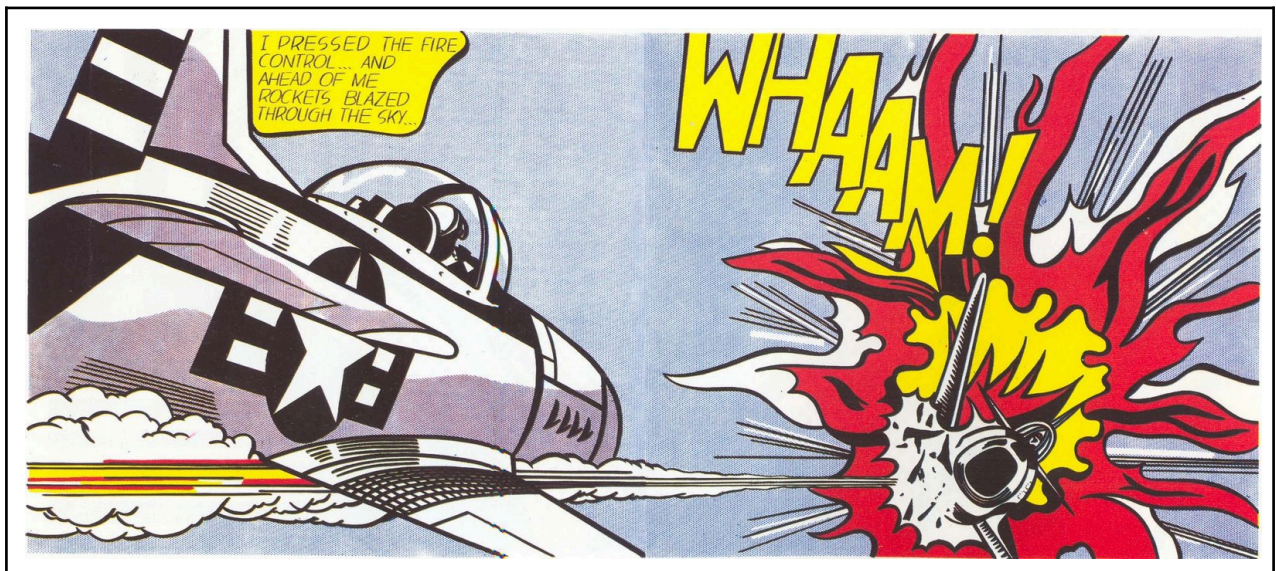
How the visual language of art conveys meaning - concepts, themes, ideas and artist intention. The visual language consists of subject matter, symbols, composition, elements and principles of art, style, art movement, aesthetics, art convention.

<p>Introduce the artwork 1-2 sentences including the name of the artist, title of the artwork, year it was made, type of artwork/art form.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Describe the artwork- Describe all that you can see. the subject matter, details, elements of art; colour, etc arrangement or composition.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Analyse the artwork - extend on your description by referring to techniques, how it was made. What makes this a POP artwork and how does this represent the artist's Warhol's particular style?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Interpret the artist's intended meaning. What concepts, themes or issues are conveyed by the subject</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

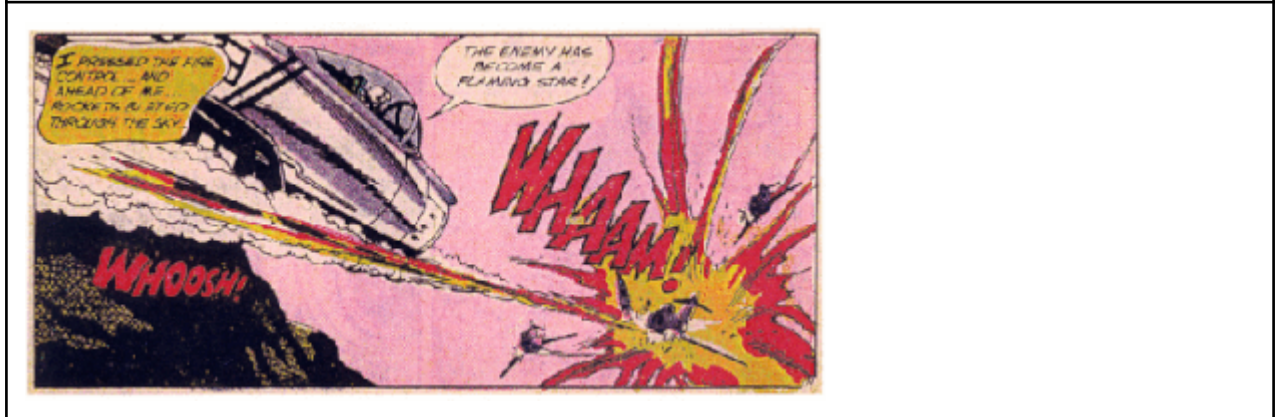
matter, symbols, technique or composition.	<hr/> <hr/>
Evaluate the success of the artwork in conveying meaning through the visual language of the artwork	<hr/> <hr/> <hr/> <hr/> <hr/>

STRUCTURAL AND CULTURAL FRAMES -

Describe and analyse the artwork 'Whaam!', 1962, by Roy Lichtenstein. Refer to the artwork and the original cartoon image in your response. Use key terms and paragraph structure in your response.



Roy Lichtenstein (American, 1923-1997)
 Whaam! 1963
 Acrylic and oil on canvas. 172 x 269cm



STRUCTURAL FRAME

How the visual language of art conveys meaning - concepts, themes, ideas and artist intention? The visual language consists of subject matter, symbols, composition, elements and principles of art, style, art movement, aesthetics, art convention.

CULTURAL FRAME

Social commentary. How themes, issues and concepts from the world are reflected in artworks. Events of significance, identity, context (time and place) race, nationality, class, gender, social or political issues. Art movements.

Introduce the artwork.
1-2 sentences including the name of the artist, title of the artwork, year it was made, type of artwork/art form.

Describe the artwork- Describe all that you can see. the subject matter, details, elements of art; colour, etc arrangement or composition.

Analyse the artwork - refer to techniques, how it was made. What makes this a POP artwork and how does this represent the artist's particular style? Refer to the appropriation of the original.

Interpret the artist's intended social comment. What concepts, themes or issues are conveyed by the subject matter,

symbols, techniques or composition.	<hr/> <hr/> <hr/> <hr/> <hr/>
Evaluate the success of the artwork in conveying meaning and a social comment to audiences.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>